

Education Endowment Foundation Teaching and Learning Toolkit

The EEF evaluates projects to find out the best ways to close the attainment gap

EEF Toolkit Strand	Cost	Evidence Strength	Months Impact	School Provision
Arts participation	££££££	ⓈⓈⓈⓈⓈ	+2	<ul style="list-style-type: none"> • Music Specialist instrumental teaching – funded or subsidised • Visits to cultural places of interest and events – funded • Peripatetic Music Service teaching– funded or subsidised • Extra- curricular - choirs, music – funded • Performances in every year group • Funded external provision where a pupil shows a talent
Collaborative Learning	££££££	ⓈⓈⓈⓈⓈ	+5	<ul style="list-style-type: none"> • Kagan Structures used to support collaborative learning • Staff training for use of Kagan Structures • Curriculum opportunities for learning tasks or activities linking subjects, themes incorporating Blooms questioning and higher order thinking skills • A structured approach with well- designed tasks • Approaches which promote talk and interaction, discussion, debate • Pupil Voice – Cross-Phase PSHE lessons half termly (years 2-6) • Staff – moderation with other schools
Digital technology	££££££	ⓈⓈⓈⓈⓈ	+4	<ul style="list-style-type: none"> • Effective use of technology as part of learning • Whiteboards used to support teaching • Simulation software for problem solving • iPads in every class • Control technology • Software used to engage parents
Early Years Intervention	££££££	ⓈⓈⓈⓈⓈ	+5	<ul style="list-style-type: none"> • Staff CPD and training • Well qualified staff and of a high ratio • Positive relationships between staff and children with positive engagement and motivation of the children in activities • Research evidences that PP children benefit from good- quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component • Interventions – Dough Disco, Philosophy for Children • Maths Mastery
Feedback	££££££	ⓈⓈⓈⓈⓈ	+8	<ul style="list-style-type: none"> • Feedback and Marking Policy developed over time through work with staff in line with the EEF research outcomes. • The vast majority of evidence demonstrates that feedback produces improvements in children’s learning • Feedback will be verbal, written, or can be given through analysis and evaluation of test

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				<p>outcomes. It can come from a teacher or someone taking a teaching role, or from peers.</p> <ul style="list-style-type: none"> Blooms - It is recognised that research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', have a positive impact
Mastery Learning			+5	<ul style="list-style-type: none"> Maths Mastery is now taught across the whole school and two senior leaders are Development Leads for Mathematics Mastery bring expertise to the school Mastery approach breaks learning into specified objectives which are pursued until they are achieved. Unnecessary repetition is avoided by regularly assessing knowledge and skills. Children not reaching the required level are provided with additional teaching either as pre-teaching or follow up.
Meta-cognition and self-regulation			+8	<ul style="list-style-type: none"> A 'Growth Mindset' approach is embedded across the whole school with external practitioners and professionals noting the positive attitudes and behaviours to learning. A range of strategies such as Learning Muscles, The Pit, and Preview have been introduced to support children in their attitudes and approaches to learning and encouraging them to take responsibility for their learning. Woodcote Primary is flexible and fluid in our bespoke approach to individual children's needs and aim to give children a repertoire of strategies to choose from during learning activities Scaffolding learning is a successful tool used widely Philosophy for Children trialed in EYFS PASS (Pupil Attitudes to Self and School) Survey conducted with children in years 3 and 5
Parental Involvement			+3	<ul style="list-style-type: none"> Opportunities to volunteer in school (DBS checked) Opportunities to attend curriculum workshops with Creative/Practical bags to take home Opportunities to attend family events such as entry and exit points Termly information about children's learning across the school Open door policy and families greeted everyday by senior leaders Direct email access to teachers and senior leaders for all families
Phonics			+4	<ul style="list-style-type: none"> Phonics taught explicitly in EYFS, Y1 and Y2 so that children can make connections between the sound patterns they hear in words and the way that words are written Small groups used for intervention where needed Lexia programme used for diminishing the differences and can be accessed at home
Reading comprehension strategies			+5	<ul style="list-style-type: none"> Reading comprehension strategies and skills taught explicitly within the curriculum. Reading for Pleasure Policy developed to encourage children to read and raise the profile of reading – when children read for pleasure it is more straight forward to develop comprehension skills – core year books, reading to children Specific small group teaching of comprehension strategies to children – fluid approach
Social and emotional learning			+4	<ul style="list-style-type: none"> Three categories are utilised within the practice at Woodcote Primary. <ol style="list-style-type: none"> Universal – programmes which generally take place in the classroom such as circle time and PSHE;

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				<ol style="list-style-type: none"> 2. Targeted – Place2Talk, Place2Be team-teaching in the classroom, social skills groups 3. Specialist – Place2Be Counselling, Place4Parents Counselling, Drawing and Talking, Mentoring through Behaviour Support Plan
Sports participation	ⓔⓔⓔⓔⓔ	🔒🔒🔒🔒	+2	<ul style="list-style-type: none"> • PE specialist coaching from Crystal Palace – clubs and curriculum time • Clubs offered as a motivator for children struggling to engage with the curriculum • Clubs offered when interventions clash with pupils’ PE lessons

Other areas of expenditure

Attendance and Punctuality	<ul style="list-style-type: none"> • EWO visits focused on children in receipt of PPG • Breakfast and After school club offered to families
PPG Review	<ul style="list-style-type: none"> • Commissioned PPG reviews from Local Authority to measure the impact of PPG spend and analyse areas for future development

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2017-2018 Planned Focuses

Teaching assistants	££££££	🔒🔒🔒🔒	+1	<ul style="list-style-type: none"> • Positive impact on outcomes when used effectively particularly for small group support • Support works best when teaching assistants are used to supplement teaching rather than as a substitute
Oral Language Interventions	££££££	🔒🔒🔒🔒	+5	<ul style="list-style-type: none"> • Opportunities for children to speak publicly in assemblies • Staff training (summer term)
Small Group Tuition	££££££	🔒🔒🔒🔒	+4	<ul style="list-style-type: none"> • Small group tuition led by teachers rather than teaching assistants in years 3 (maths) and 6 (maths led by SLT after school) (1 x conferencing session each week from spring term)